

# THE EFFECTIVENESS OF THE PERCEPTION ABOUT PRODUCT, PROMOTION, AND PRICE TO INCREASE SCHOOL IMAGE AND LOYALTY OF PARENTS (STUDY ON ISLAMIC EARLY CHILDHOOD EDUCATION INSTITUTIONS IN SEMARANG)

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**Abstrak:** *Efektivitas Persepsi tentang Produk, Promosi, dan Harga untuk Meningkatkan Citra Sekolah dan Loyalitas Orang Tua: Studi terhadap Lembaga Pendidikan Usia Dini di Kota Semarang..* Penelitian ini bertujuan untuk mengetahui keefektifan persepsi tentang produk, promosi, dan harga untuk meningkatkan citra (*image*) tentang lembaga Pendidikan Anak Usia Dini (PAUD). Keefektifan yang dimaksud yaitu persepsi tentang produk, promosi, dan harga untuk meningkatkan loyalitas orang tua siswa terhadap lembaga PAUD; dan keefektifan variabel citra sekolah, sebagai variabel meditor, dalam mempengaruhi hubungan antara persepsi tentang produk, promosi, dan harga (strategi pemasaran) dan loyalitas para orang tua. Penelitian ini dilakukan di lembaga-lembaga pendidikan PAUD Islam di Kota Semarang Jawa Tengah Indonesia. Sampel diambil secara *stratified random sampling*. Adapun jumlah sampelnya adalah 132 orang tua siswa. Data yang terkumpul selanjutnya dianalisis dengan analisis jalur (*path analysis*) yang dibantu dengan program SPSS 16. Temuan penelitian menunjukkan bahwa seluruh variabel, kecuali variabel X<sub>2</sub> (promosi), efektif dalam mempengaruhi citra dan loyalitas. Variabel Z (citra) efektif dalam mempengaruhi hubungan antara variabel independen produk dengan variabel loyalitas sebesar 0.127 dan hubungan antara variabel harga dan variabel loyalitas sebesar 0.093.

**Kata kunci:** produk; promosi; harga; citra; loyalitas.

**Abstract:** *The Effectiveness of The Perception About Product, Promotion, and Price To Increase School Image and Loyalty Of Parents: Study on Islamic Early Childhood Education Institutions in Semarang City.* This research aims to know the effectiveness of the perception of product, promotion and price, to improve the image of Islamic early childhood education institutions; the effectiveness of the perception of product, promotion and price, to improve the loyalty of parents to Islamic early childhood education institutions; and the effectiveness of the image of the school, as a mediator variable in influencing the relationship between the perception of marketing strategy and loyalty of parents. This research was conducted at institutions of Islamic Early Childhood Education in District Ngaliyan, Semarang, Central Java, Indonesia. Samples were taken randomly stratified (*stratified random sampling*). The number of samples was 132 parents. The collected data was analyzed with path analysis and assisted with SPSS 16. The findings of research show that that all variables, only X<sub>2</sub> variable (promotion), are effective in influencing image and loyalty variable. In addition Z variable (image) is effective in influencing the relationship between independent variable of product with loyalty variable (0.127) and the relationship between price variable and loyalty variable (0.093).

**Keywords:** product; promotion; price; image; loyalty.

## Intoduction

Early Childhood Education is a type of education that is currently persuaded by people. Early childhood is a development period when an extraordinary event occurs and determines the next period. Experts call it as a golden age. Children need more complete education stimulus for their growth and development. Therefore, the stimulation of education can be given in

home and outside home to obtain optimal results. Educational services outside the home for children aged 2 to 6 years is called the Early Childhood Education program.

The highness of public interest in early childhood is marked by the rise of the establishment of early childhood education institutes, including early childhood education institute characterized with Islamic values such

as *Raudhatul Athfal* and Islamic kindergarten. Type of early childhood education on the one hand and Islamic values Islam on another hand are two characteristics that favored by most today's people. Various efforts have been made by various organizations to demonstrate their commitment to quality, as well as organizations or educational institutions, especially Early Child Education Institute. Efforts have been made by various organizations to demonstrate their commitment to quality, as well as educational institutions in particular the Institute of Early Childhood Education. These efforts are known as marketing in management. Marketing in the field of education produces the satisfaction of learners and the welfare of educational institutions stakeholder in the long term.

In this context, the researcher was inspired by the results of research conducted by Chung-kai Li and Shia-Hung Hung (2000) which established 5 elements of the marketing mix as a representation of the marketing mix in education, and they are associated with school image and parents loyalty.<sup>1</sup> In addition, the research conducted by Fahrurrozi (2012) indicates that there are several marketing strategies that are applied by Sekolah Dasar Islam dan Madrasah Ibtidaiyah in Semarang city, namely product, price, promotion, place, people, process, and physical evidence strategy. There are 3 of the 7 strategies that seriously planned to enhance the school's image in the view of people, namely product, promotion, and price strategy.

Based on the reason of the implementation of marketing strategies in educational services and the high public interest in early childhood education, the research on the effectiveness of this marketing strategy in relation to the image of the school and community loyalty, it is important to do. This research aims to know the effectiveness of the perception of the product, promotion and price, to improve the image of Islamic early childhood education institutions; the effectiveness of the perception of the product,

promotion and price, to improve the loyalty of parents to Islamic early childhood education institutions; and the effectiveness of the image of the school, as a mediator variable in influencing the relationship between the perception of marketing strategy and loyalty of parents.

## Theoretical Framework

### 1. Services Marketing

Basically marketing is the art and science of choosing targeted market and getting, keeping, and growing customers by delivering and communicating superior customer value.<sup>2</sup> Another definition of marketing is delivered by Fine:<sup>3</sup> "Marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchanges that satisfy individual and organizational objectives"

Some definitions above can be concluded that marketing is an activity or process of exchange that can provide good value for both consumers and producers so that a series of activities of planning, implementation, evaluation and monitoring can be created. In a social context, the marketing concept has evolved and is now known as social marketing. Social marketing is basically an application of commercial marketing strategy to "sell" the idea to be accepted by the public, for example a campaign or solicitation to school, a campaign to plant 1.000 trees, a campaigns on nutrition, energy saving, anti-smoking, hygiene, and others.<sup>4</sup>

Service is a performance offered to customers. Performance can not be palpated or more precisely can be felt. Thus the service is not a product that is associated with physical product. Good and bad services can directly perceived by the customer. Services have different characteristics than physical products. Characteristics of the service can be described as follows:

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<sup>2</sup> Philip Kotler and Kevin Lane Keller, *Manajemen Pemasaran*. (Indeks, 2007), p. 6

<sup>3</sup> Seymour H. Fine, *Social Marketing: Promoting The Causes of Public and Nonprofit Agencies*. (Boston: Allyn and Bacon, 1990). p. 1

<sup>4</sup> See also Buchori Alma, *Manajemen Pemasaran Jasa Pendidikan* (Bandung: Alfabeta), 2006, p. 6

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<sup>1</sup> See Chung-kai Li and Shia-Hung Hung, "Marketing Tactics and Parents' Loyalty: The Mediating Role of School Image" dalam *Journal of Educational Administration*. Vol. 47, No. 1, 2009, p. 10

- a. Intangible. Services can not be seen, felt, touched, heard or kissed before services were purchased. The importance of this is intangible value experienced by consumers in the form of pleasure, satisfaction or a sense of security.
- b. Services are non-standard and highly variable.
- c. Services are generally produced and consumed at the same time with the participation of consumers in the process (Inseparability).
- d. Services may not be stored in any form (perishability).

A product marketing or service, tangible or abstract, usually one of them is based on the four P's, namely product, price, promotion and place (distribution). The formula used marketers to allocate resources in each of the four P is called the marketing mix..

The question is whether the 4P model helps marketers realize the optimum mix? The concept of marketing mix elements have been developed from the four elements (product, price, promotion, and place) increased to five elements, namely the "people".<sup>5</sup> Meanwhile Fine (1990: 4) added the three P to be 7P, the producer, Purchaser, and probing (i.e. research).<sup>6</sup> Meanwhile, Kotler also complemented previous four elements of the marketing mix that includes Product, Pricing, Place, Promotion, People, Process, Customer Service.

This new model provides broad framework needed to prepare an effective plan and achieve the optimum mix. Seventh P models were used to analyze the actual social marketing. Procedurally, social marketing consists of two phases, namely the planning stage and the implementation stage. Social marketing plan as a first step, should formulate questions related to 7P:<sup>7</sup>

- a. Who is the manufacturer (producer), the source of promotional messages?

- b. Who are the potential buyers (Purchasers) in the market and what are the needs and desires of these people?
- c. What specific products or services that can be designed to help marketers meet these needs?
- d. What is the price that must be sacrificed by the buyer to obtain a product? Price is "the amount (plus a few items that may be) required to obtain a number of combinations of items along serve". This value is not only measured by money. To get products and services, consumers can pay in the form of time, effort, lifestyle changes, or in the context of education, the opportunity cost of delay work. "The social price" must be considered when planning marketing strategies, particularly in the context of education.
- e. How marketers promote (promotion) or communicate the existing market? It deals with communications. No matter how good the quality of a product, if no one knows about its existence, it is impossible for these products to be purchased.
- f. Who are the parties or institutions that will participate in making the product available on the spot (place) and a good time (good for buyer)? The place is a distribution channel or series of organizations are interdependent and mutually visible in the process to make a product or service is ready to use or consume. The location related to where the company should be headquartered and conduct operations.
- g. What Research (probing) is needed to evaluate the campaign of marketers and to obtain feedback from the buyer? Consumer research is a vital marketing component, but many organizations, especially education institutions that are not able to use it properly. Therefore, educational organizations must be able to conduct research in accordance with the needs and do it thoroughly and carefully.

The second stage is to implement the plan. Implementation of the plan will go well if the

<sup>5</sup> Buchori Alma, *Manajemen Pemasaran...*, p. 479

<sup>6</sup> Seymour H. Fine. *Social Marketing: Promoting The Causes of Public and Nonprofit Agencies*, (Boston: Allyn and Bacon, 1990), p. 4. See also Jonathan Ivy, "A new higher education marketing mix: the 7Ps for MBA Marketing" dalam *International Journal of Educational Management* Vol. 22 No. 4, 2008, 200

<sup>7</sup> Seymour H. Fine, *Social Marketing*

marketing function on the hands of a responsible person and has extensive knowledge in utilizing the resources needed to achieve what was planned. The person must be in the top position of an institution. As a nonprofit organization, the school should not be in a vacuum, and requires the participation of the entire management team. Sometimes the first duty of the director of marketing is to market marketing to the administrators. Past experience shows that the marketing program can not succeed without the enthusiasm of upper management (up level).<sup>8</sup>

## 2. Organization Image

Image is the impression, feeling, or public conception about the organization, object, person, or the institution. The image can not be printed such as printing goods, but it is the impression gained by someone through knowledge and understanding about something.<sup>9</sup> While Kotler defines image as a form of beliefs, ideas, and the impression of a person to a particular object.<sup>10</sup> The image is determined by how agencies carry out operations in terms of services. The image is also formed by impressions and based on the experiences of someone about something, so that build a mental attitude.<sup>11</sup> Mental attitude is about what consideration will be used to make a decision, because the image is considered to represent the totality of a person's knowledge about something.

Based on the explanation above, all educational institutions should strive to create a positive image in the hearts of the public. Image is what will lead people to determine whether they will enter their son to the school or otherwise. Growth positive image requires a long time. There are many factors that influence image formation, the reputation of academic, school appearance, cost, personal attention, location, career placement, social activities, and programs of study. All of these components will eventually

form the image of the institution and should be considered by the school manager.<sup>12</sup>

## 3. Loyalty

Loyal literally means faithful. In relation to customers, according to Gremler and Brown that customer loyalty is not just proved by repeat purchases of the goods and services by customers, but more than that customers also have a commitment and a positive attitude towards company services, for example by recommending others to buy. Griffin found a loyal customer is highly satisfied customers with a particular product or service and have a high enthusiasm to introduce it to others.<sup>13</sup>

Customer loyalty is one of the core objectives tried in modern marketing. Based on the loyalty the company is expected to accept the long-term profit because of mutual relationship that exists within a certain time. Boulding argues that the consumer brand loyalty is caused by the influence of satisfaction and dissatisfaction to the brand accumulated continuously as well as the continuous perception of the quality of the product.<sup>14</sup> The core of decision-making shows that the decision to buy may be performed by more than one person. In such cases, the purchase decision may indicate a compromise conducted by someone and may explain why he is sometimes not loyal to the products or services.

The description of loyalty above explains that loyalty is an attitude that becomes impulse behavior to purchase products/services of a company. The purchase is conducted regularly and repeatedly with high consistency. In addition the purchasers also have a commitment and a positive attitude towards companies that offer products/services. According to Zeithaml loyalty parents have a sense that parents have a strong commitment to enroll their children in educational institutions in consistently the future, give positive comments about the school, recommend the school to others, and encourage others to use the services of the school. The

<sup>8</sup> Seymour H. Fine. 1990. *Social Marketing...*, p. 10

<sup>9</sup> Buchori Alma. 2003. *Manajemen Pemasaran Jasa pendidikan*. Bandung: Alfabeta. p. 92

<sup>10</sup> Philip Kotler dan Gary Armstrong, 2008, *Prinsip-prinsip Pemasaran Jilid 1 (Terjemah)*, Jakarta: Erlangga, p. 57

<sup>11</sup> Buchori Alma. 2008. *Manajemen Corporate & Pemasaran*. Bandung: Alfabeta. p. 100

<sup>12</sup> Buchari Alma. 2008. *Manajemen Corporate...*, p. 91.

<sup>13</sup> See Diah Dharmayanti, *Jurnal Manajemen Pemasaran* Vol. 1 No. 2, Oktober 2006

<sup>14</sup> See Diah Dharmayanti, *Jurnal Manajemen Pemasaran* Vol. 1 No. 2, Oktober 2006



loyal Parents will help schools to attract new students interest.<sup>15</sup>

#### 4. Previous Studies

There are several previous studies that can be used as a foothold of this research:

- a. *“Pengaruh Bauran Pemasaran Jasa Pendidikan Tinggi Terhadap Loyalitas Mahasiswa Universitas Widyatama”*. The results of research conducted by Ridwansyah, Iwan Maulana, Arief in 2010 showed that the higher education service marketing mix affects the loyalty Widyatama university students by 51.7%, and the remainder is affected by other variables not examined in this study.
- b. *“Studi Komparatif Bauran Pemasaran Jasa Pendidikan Pada Tingkat Sekolah Dasar dan Madrasah Ibtidaiyah (Studi Deskriptif di Sekolah Dasar Swasta dan Madrasah Ibtidaiyah Swasta di wilayah Dinas Pendidikan Kota Cimahi)”*. The results of research conducted in 2011 showed that there are some differences between the practices of the marketing mix of educational services at the private elementary school level in the Regional Office of Education Cimahi and the marketing mix of educational services at the private Islamic elementary schools in the Regional Office of Education Cimahi.
- c. *“Sustainable Competitive Advantage (Kasus Pada Program Studi Manajemen Perhotelan UK Petra di Surabaya)”*. The results of research conducted by Marcus Remiasa in 2005 showed that, SWOT analysis and IE-Matrix suggested some recommendations: strategy “intensive market” is done through market penetration and market development; develop differentiation strategy that shows different characteristics of the hotel school, are the unique combination of knowledge, skill, and attitude, and equipped with facilities that show the hotel atmosphere in all lecture buildings so the strategy can create sustainable competitive advantage.

The difference between this study and previous studies above is on the measurement of each strategy. If previous research has not led to the measurement of effectiveness, this research was conducted to determine the most effective strategy in shaping the image, so it effects the loyalty of parents/community to Islamic Early Childhood Education Institutions.

#### Methods

This research was conducted at institutions of Islamic Early Childhood Education in District Ngaliyan Semarang. The institutions of Islam Early Childhood Education are: Taman Kanak-Kanak Islam (TKI) Miftahul Jannah, TKI Masjid Al-Azhar, Raudlatul Athfal (RA) Darul Ulum, RA Nurul Islam. The research data was collected through a questionnaire distributed to a sample of parents of students at the institutions above. Samples taken randomly stratified (stratified random sampling). The number of samples was 132 parents. The collected data thus was analyzed to test the hypothesis. Relationships between variables were analyzed with path analysis and assisted with SPSS 16.

#### Findings

##### Finding 1

Descriptive statistical data from this study is that the average (mean) of product variable 29.8333 with deviation standard 3.09929. The mean of promotion variable 12.3636 with deviation standard 2.28260. Whereas the mean of price variable 19.6364 with deviation standard 2.41899. While the mean of image 13.1591 with deviation standard 1.64771. Furthermore, to test the first hypothesis, the relationships between variable X<sub>1</sub>, X<sub>2</sub>, and X<sub>3</sub> to variable Z is sought, so that the structural regression equation is as follows:

$$Z = \rho_{ZX1} + \rho_{ZX2} + \rho_{ZX3} + \epsilon_i$$

The result of the analysis of SPSS shows that the product, promotion, and price simultaneously effect by 65%. While the other 35% is influenced by other factors.

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.806 <sup>a</sup>	.650	.642	.98643	
a. Predictors: (Constant), HARGA, PROMSI, PRODUK					
ANOVA <sup>b</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	231.110	3	77.037	79.171	.000 <sup>a</sup>
Residual	124.549	128	.973		
Total	355.659	131			

a. Predictors: (Constant), HARGA, PROMSI, PRODUK

b. Dependent Variable: IMAGE

Furthermore, the result of ANOVA analysis (F test) shows that independent variables simultaneously affect variable image (Z) shown from the Sig. 0,000 <Alpha 5% (reject the null hypothesis and accept the alternative hypothesis or statistical test F is already significant).

The result of t test shows that the variable Product (X1) and Price (X3) significantly affect the variables Image (Z). It is shown by Sig of each variable smaller than Alpha 5%, 0,000. The variable Promotions (X2) significantly does not affect variable image (Z) which is seen from the Sig. 0.993 > Alpha 5%. So that variable X2 is eliminated from the model. See the result of analysis of SPSS program as follows:

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Beta		
1	(Constant)	-.274		-.301	.764
	PRODUK	.279	.524	8.241	.000
	PROMSI	.000	.000	-.009	.993
	HARGA	.261	.383	5.711	.000

a. Dependent Variable: IMAGE

Therefore, the structural equation becomes as follows:

$$Z = 0,524X_1 + 0,383X_3 + \epsilon_1$$

Based on coefficient test above (+), variable X1 and X3 have a positive influence on variable Z. The interpretation of variable X1 is an increase of 1 unit variable X1 will increase variable Z by 0.524 in the assumption that other variables held

constant. While the interpretation of variable X3 is an increase of 1 unit X3 will increase the variable Z 0,383 in the assumption that other variables held constant.

## Finding 2

To test this second hypothesis, the effect relation of variable X1, X2, X3, and Z to variable Y must be sought first. So that the structural regression equation is as follows:

$$Y = \rho_{YX1} + \rho_{YX2} + \rho_{YX3} + \rho_{YZ} + \epsilon_2$$

The result of the analysis of SPSS shows that variable product, promotion, price, and image simultaneously effect the loyalty of parents by 62%. While the other 38% is influenced by other factors.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.786 <sup>a</sup>	.618	.606	1.58966

a. Predictors: (Constant), IMAGE, PROMOSI, HARGA, PRODUK

ANOVA <sup>b</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	519.456	4	129.864	51.390	.000 <sup>a</sup>
Residual	320.930	127	2.527		
Total	840.386	131			

a. Predictors: (Constant), IMAGE, PROMOSI, HARGA, PRODUK

b. Dependent Variable: LOYALITAS

Furthermore the ANOVA (F test) shows that independent variables simultaneously effect variable of parents loyalty (Y). This is evidenced by the Sig. 0,000 <Alpha 5% (reject the null hypothesis and accept the alternative hypothesis or statistical test F is already significant).

On Coefficients, t test showed that the variable product (X1) significantly affects variable of parents loyalty (Y) as evidenced by the Sig value 0.000 <Alpha 5%. Price (X3) statistically also affects the variable Y as evidenced by the Sig value 0.001 <Alpha 5%, as well as with variable image (Z) statistically also affect the variable Y as evidenced by the Sig value 0.009 <Alpha 5%. Meanwhile Promotions variable (X2) does not statistically affect the variable Y, since the value of Sig .481 > Alpha 5%. See the results of SPSS analysis below:

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	

a. Dependent Variable: LOYALITAS

Based on the result of analysis above, the structural equation becomes as following:

$$Y = 0,372X_1 + 0,261X_3 + 0,244Z + \epsilon_2$$

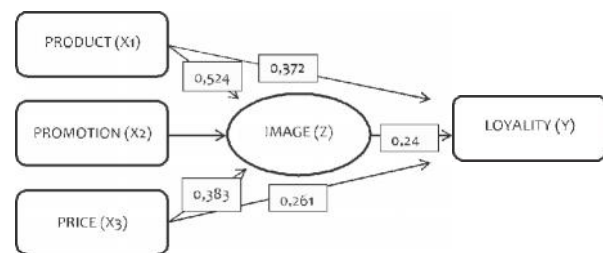
Based on the value of the coefficient (+) above, the variable of  $X_1$ ,  $X_3$ ,  $X_4$  ( $Z$ ) affect variable of  $Y$ . The interpretation variable  $X_1$  is that an increase of 1 unit variable  $X_1$  will increase variable  $Y$  by 0.372, in the assumption that other variables held constant. The interpretation of variable of  $X_3$  is that an increase of 1 unit  $X_3$  will increase the variable  $Y$  by 0.261, in the assumption that other variables held constant. While the interpretation of variable  $Z$  is that an increase of 1 unit variable of  $Z$  will increase variable  $Y$  by 0.244 in the assumption that other variables held constant.

### Finding 3

Based on 2 previous analysis, the path model of the effectiveness of the perception of Product, Promotion, Price in improving the school image and parents loyalty can be described as follows:

Summary of Findings				
No	Variables	p	t	Sig.
1.	X1 to Z	$\rho_{z1} = 0,524$	8.241	.000
	X2 to Z	$\rho_{z2} =$	-.009	.993
	X3 to Z	$\rho_{z3} = 0,383$	5.711	.000
2.	X1 to Y directly	$\rho_{y1} = 0,372$	4.503	.000
	X2 to Y directly	$\rho_{y2} =$	.707	.481
	X3 to Y directly	$\rho_{y3} = 0,261$	3.310	.001

3.	Z to Y	$\rho_{zy} = 0,244$	2.638	.009
4.	X1 to Y through Z	$\rho_{zy1} = 0,127$		
	X2 to Y through Z	$\rho_{zy2} =$		



The table and image above explain that the variable  $X_2$  does not affect the variable  $Y$  either directly or indirectly, so that  $X_2$  is eliminated from the model. Meanwhile the indirect effect of variable  $X_1$  to variable  $Y$  through the variable  $Z$  is  $0.524 \times 0.244 = 0.127856$  or 0.13. While the direct effect of variable  $X_1$  on  $Y$  as explained in the hypothesis test two.

The indirect influence of variable  $X_3$  to variable  $Y$  through the variable  $Z$  is  $0.383 \times 0.244 = 0.093452$  or 0.09. While the direct influence of variable  $X_3$  to  $Y$  as explained in hypothesis test II. Meanwhile the direct effect of the variable  $Z$  to  $Y$ , as shown in the figure is 0.244. The total effect of variable  $X_1$  to  $Z$  and  $Y$  are  $0.13 + 0.372 = 0.502$ . Whereas the total effect of variable  $X_3$  to  $Z$  and  $Y$  is  $0.09 + 0.261 = 0.351$ .

The previous findings explain that all variables only  $X_2$  variable (promotion) are effective in influencing image and loyalty variable. In addition  $Z$  variable (image) is effective in influencing the relationship between independent variables of product and price with loyalty variable. One of reasons why  $X_2$  variable (promotion) is ineffective in influencing image and loyalty variable, because in Semarang context parents do not make it as important factor to influence their consideration to choose the Islamic early childhood education institution for their children.

## Conclusions

Based on the findings above, this study may give some suggestions that would be useful for TK Islam Miftahul Jannah, TK Islam Masjid Al-Azhar, RA Nurul Islam and RA Darul Ulum, namely:

1. The schools should enhance public perception of the product and the price to improve the school's image in the eyes of parents.
2. The schools should enhance public perception of the product and the price to improve the loyalty of parents.
3. School image as a mediator factor should be used to enhance the perception of parents about the product and price as well as to increase the loyalty of parents.
4. The schools should reduce the promotional activities, because parents do not make it as a motivating factor to be loyal to the school. Thus, the promotion budget which has been widely released, could be allocated to other factors that are more oriented to the development of products quality (graduates) and school imaging.

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# DEVELOPING CHARACTER INTERNALIZATION MODEL IN ISLAMIC EDUCATION THROUGH VALUE CLARIFICATION TECHNIQUE

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**Abstrak: Pengembangan Model Internalisasi Karakter dalam Pembelajaran Pendidikan Agama Islam melalui Value Clarification Technique.** Penelitian ini dilatarbelakangi oleh asumsi bahwa pembelajaran PAI (Pendidikan Agama Islam) terkesan kurang efektif dalam penanaman nilai afektif pada peserta didik sehingga dianggap tidak fungsional. Hal ini disebabkan oleh pembelajaran agama yang cenderung dominan disampaikan dengan model verbalistik dan normatif-doktriner. Sebagai solusi alternatif, penelitian ini dilakukan dengan pokok masalah, yaitu bagaimana implementasi model pembelajaran VCT (*Value Clarification Technique*) dapat mengembangkan potensi afektif dalam pembelajaran PAI. Tujuan utama penelitian ini adalah untuk mengetahui pengembangan potensi afektif siswa melalui penerapan VCT. Penelitian ini termasuk pada kategori penelitian lapangan dengan menggunakan pendekatan kualitatif dalam sistem pengumpulan data dan analisis data. Hasil penelitian menunjukkan bahwa dengan mengembangkan model pembelajaran VCT dalam pembelajaran PAI, internalisasi nilai-nilai keagamaan dapat ditanamkan secara efektif dan efisien melalui pengungkapan sikap, nilai, dan moral siswa terhadap suatu kasus yang disajikan oleh guru.

**Kata kunci:** model internalisasi karakter; pendidikan agama Islam; *value clarification technique*.

**Abstract: Developing Character Internalization Model in Islamic Education through Value Clarification Technique.**

This study was conducted in response to the assumption that Islamic education nowadays seems not to be functional and less effective in cultivating the effective values to the students. This condition occurs due to the tendency of dominantly using verbal and normative-doctrinaire models in the learning process. As the main objective, this study focuses on how to implement a learning model by using VCT (*Value Clarification Technique*) to develop students' effective values in Islamic education. By using qualitative approach in collecting and analyzing the data, this field research revealed that by developing a learning model through VCT, the internalization of religious values could be embedded effectively and efficiently to the disclosure of attitudes, values and morals of students on a case presented by the teacher.

**Keywords:** character internalization model; Islamic education; *value clarification technique*.

## Introduction

Indonesia needs human resources in sufficient quantity and quality as the main support in its development. To meet the demand of human resources, education has a very important role. The national education aims at developing students' potentials in order to become a man of faith and fearful of God with noble, healthy, knowledgeable, skillful, creative and independent characters as democratic and responsible citizens. Based on the function and purpose of the national education, it is clear that education at all levels should be systematically organized in

formation of the learners' characters so that they can compete, have manners and interact in the society.

In the light of several studies, it was found that a person's success is not determined solely by the knowledge and technical capabilities (*hard skills*), but rather by the ability to manage themselves and others (*soft skills*). Success is determined only about 20 percent of the hard skills and the remaining 80 percent by soft skill. Most of successful people in the world could succeed only because of more support from the soft skill than the hard skill. This suggests that the quality of character education for learners

is very essential to enhance. The character is a way of thinking and behaving that makes each individual special to live and work not only in the family but also in the community and nationwide. Individuals whose good character is an individual who can make decisions and be ready to account for any consequences of the decisions he has made.

Character education is a system of cultivating character values to the school community which includes knowledge, consciousness or volition, and actions to implement the values to God, ourselves, other people in the surroundings to be better human beings. In character education at school, all stakeholders should be involved including the components of education itself; curriculum, learning process, assessment, quality of relationships, school management, the implementation of co-curricular activities, infrastructure, financing, and work ethos throughout the school community and the environment.

Apart from the various shortcomings in the practice of education in Indonesia, educational goals can actually be achieved well if in accordance with the national standard of education that becomes the guideline in the curriculum development and the implementation of learning and assessment in schools. The development of students' good characters should also be included in the lessons to be taught, mastered and realized by the students in their everyday life. However, the problem is that the character education in Indonesia just comes to the level of recognizing the norms and values without internalizing and applying them in the real life.

Regarding this fact, the development of culture and character education is very strategic for the sustainability and excellence of the nation in the future. It must be done through the development of good planning, appropriate approaches and effective learning methods. In accordance with the nature of values, culture and character of the nation's education is a joint effort of the school. Therefore, it must be conducted jointly and become an integral part of the school culture by all teachers and

school managers through all subjects including the Islamic education.

Islamic education as one of the subjects in the school has a strategic and significant role in the formation of students' good characters and personality. It can generally be understood as an effort to increase the faith, understanding and appreciation of students about Islam in order to make them good Muslims who are faithful and have good attitudes in the state of personal life and society.

Islamic education in schools is basically more focused on the moral action that students do not just stop at the level of competence but of will and habit in the realization of religious values in their daily life. According to Lickona, to enhance students' characters to reach the moral action level, there are sustainable development stages starting from moral knowing, moral feeling and moral action.<sup>1</sup>

The revitalization of Islamic education would not be possible if the teachers are narrow-minded towards the present curriculum. Such perspective does not result in a dynamic and contextual learning, but too textual. The main purpose of Islamic education is to develop learners' potentials to be pro-active to the social problems that occur in the society, to have positive attitude towards the improvement of all inequality, and to skillfully overcome any problems in their daily life. In regard with this main objective, it is clear that Islamic education is the subject closely related to the students' good characters formation.

To cultivate the good characters, it of course cannot only be taught by using verbal teaching approach (lecturing). Suitable approaches that allow students to understand, appreciate, and internalize positive values should be used. Teachers must have an understanding of cultural and character education values integrated in every lesson of each subject. The values can be listed in the syllabus and lesson plan before they determine the methods or approaches used.

To make Islamic education in schools become

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<sup>1</sup> Thomas Lickona, *Education for Character: How Our School Can Teach Respect and Responsibility*. (New York: Bantam Books, 1991), p. 6.

more meaningful and valuable in the schools, teachers can use the method that can internalize the values to the students by using Value Clarification Technique (VCT). It is “a teaching technique that assists learners in finding and determining a value that is considered good in facing a problem by analyzing the existed values embedded in them”.<sup>2</sup>

Darmadi stated that value clarification is not value-free or relativistic, but a vibrating effective process involving human potentials. A learning model by VCT provides hands-on experience to students in determining attitudes towards a particular issue at hand and implementing value in everyday life over and over again so as to allow the formation of a habit.<sup>3</sup> It is very important to understand the formation of historical value as Daradjat explained that experiences passed since childhood even in the womb are the elements that will be a part of someone’s personality in the future.<sup>4</sup>

There are some studies that are relevant to determine the sub-studies that have or have not been investigated in previous studies, whether there are elements of the differences or similarities in the context of this study: The first is a study conducted by Herlina (2013) entitled *Developing Learning Model through VCT for Civic Education in the Secondary Level*. This study that focused on the civic education learning in Junior High School found that learning model through VCT was very effective in the formation of values that exist in civic education.<sup>5</sup>

Further, the study by Suharno (2013) entitled *Developing Character Internalization Model in Social Sciences through VCT in Junior High School* revealed that VCT was very effective in the process of cultivating the character values in learning social sciences.<sup>6</sup> In line with that, Hesty (2010) in her

study *The Application of Local Wisdom-Based VCT Model as an Effort in the Internalization of Character Education to Increase the Creative Thinking and Outcomes of Learning Biology of Islamic Senior High School Students* found that VCT can increase the creative thinking and learning outcomes.<sup>7</sup>

The present study has distinction with those previous studies. It is on the use of VCT in improving the characters of Muslim’s personality in Islamic Education at SMAN 6 Palembang. As an academically scientific work, this research has two objectives. The first is to know the method to cultivate the character values through VCT in Islamic Education at SMAN 6 Palembang. The second is to know the procedure of developing the character internalization model in Islamic education through VCT at SMAN 6 Palembang.

## Research Method

This research was conducted at SMAN 6 Palembang by developing the character internalization model in Islamic education through VCT. This is a field research using qualitative approach in collecting and analyzing the data. There are three main steps in this research. The first is the preliminary study and exploration on character education especially in Islamic education at SMAN 6 Palembang. Furthermore, researcher met the headmaster to know various policies related to the current way of learning Islamic education there. The next step is that the researcher met the research subjects: the teachers of Islamic education and the students. Then the experiment on developing the character internalization model through VCT was done.

After the experiment, the data were analyzed by using interactive analysis model developed by Miles and Huberman (1984).<sup>8</sup> This analysis consists

<sup>2</sup> Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, 2009), p. 272.

<sup>3</sup> Hamid Darmadi, *Dasar Konsep Pendidikan Moral: Landasan Konsep Dasar dan Implementasi*, (Bandung : Alfabeta, 2009). p.5

<sup>4</sup> Zakiah Daradjat, *Membina Nilai-nilai Moral di Indonesia*, (Jakarta: Bulan Bintang, 1977), .p. 7

<sup>5</sup> IdaHerlina, *Pengembangan Model Pembelajaran VCT PPKN Di Sekolah Lanjutan Tingkat Pertama*, (Tesis: UPI, 2013)

<sup>6</sup> Suharno, “Pengaruh Model Pembelajaran VCT Terhadap

Karakter dalam IPS (Ilmu Pengetahuan Sosial) Melalui VCT (Value Clarification Technique) di Sekolah Menengah Pertama”, dalam jurnal *Teknologi Pendidikan dan Pembelajaran*, (Vol. I, No. 3, UNS, 2013, pp. 389-397)

<sup>7</sup> Erdiana Hesty, *Aplikasi Model Vct (Value Clarification Technique) Berbasis Local Wisdom Sebagai Upaya Internalisasi Pendidikan Karakter Untuk Meningkatkan Kreativitas Berpikir Dan Hasil Belajar Biologi Siswa Madrasah Aliyah*, (Penelitian, LEMLEIT UIN SUKA, 2010)

<sup>8</sup> Miles, M. B., & A. M. Huberman, *Analisis Data*

of three related components: data reduction, data presentation and conclusion. In the other words, the data were analyzed by reducing, summarizing, identifying the theme and pattern, coding certain aspects to focus on the important ones so that the clear description can be obtained.

## Results and Discussion

### *Islamic Education Learning Program Implementation*

Through in-depth and thorough observation, interview and examining academic and administrative documents at SMAN 6 Palembang, the data related to the program implementation of Islamic Education were obtained. The process and learning activity of Islamic education there can be divided into two parts: intra and extra-curricular programs. The programs used in this research are the programs conducted for the students of SMAN 6 Palembang which has been known as a public school with national recognition for its religious based standard.

#### *Intra-curricular Program*

Intra-curricular program is a mandatory and main program of all senior high schools including SMAN 6 Palembang. Since it is a mandatory program, all the presented subjects substantially will always be the same nationwide. This Islamic education teaching material then becomes the guideline for the teachers in teaching the subject at school. The description and system of Islamic education teaching materials can be accessed by the teachers on the syllabus based on 2013 curriculum.<sup>9</sup>

The learning materials of Islamic education of SMAN 6 Palembang when this research was conducted are based on 2013 Curriculum. Generally, the materials presented cover these aspects: faith, worship, the Qur'an, attitude, *Mu'amalah*, *Syari'ah* and *Tarikh*. If observed carefully, there is an expansion of Islamic education materials used in elementary schools and high schools. At the elementary school level, the learning process

tends to be focused on the faith, worship, the Qur'an and attitude. In contrast, at the high school level, the process just covers *Mu'amalah* and *Syari'ah*. Further, *Tarikh* (history) is presented equally at all levels of education.

The learning materials of Islamic education at SMAN 6 Palembang are formally composed of sub-subject matters based on the topics in the curriculum. In accordance with this, the teachers determine several books as the references for them and students in understanding the lessons being taught. Realizing the development of students' horizons recently, the teachers should apply an open policy for students to access the reading materials outside there to enrich and widen their horizons. In spite of this policy, many teachers still require students to have and master the main referenced book offered in the syllabus (The result of interview with Ms. Yohana, an Islamic education teacher of the third graders on September 27, 2014)<sup>10</sup>

Among the books that become the main references for the students of SMAN 6 Palembang are Islamic education book published by the Ministry of Religious Affairs, Students' workbook designed by the teachers, the Qur'an and its interpretation published by The Religious Affairs Department, as well as a variety of Islamic reading resources such as bulletin, magazine, dictate, etc.<sup>11</sup>

Additionally, the learning materials classically taught two hours a week have been planned systematically by determining the time allocation for each meeting. By considering the syllabus of the second graders in the first semester, for instance, the time allocation can be seen along with certain subject matters as follows.

Table 1  
The Result of Learning Materials Analysis

No	Aspect	Subject Matter	Time Allocation
1	Faith	he Belief in Allah's prophets	4×45 Minutes
2	Worship	Prayer	4×45 Minutes

Kualitatif, (Jakarta: UI Press, 1992), p. 16.

<sup>9</sup> Documentation and interview with Ms. Umti'ah on

<sup>10</sup> Interview with Ms. Yohana on September 27, 2014



3	Al-Qur'an	QS. Al-Baqarah: 148 QS. Al-Fathir: 32-33	4×45 Minutes
4	Attitude	<i>Taubat Raja'</i>	4×45 Minutes
5	<i>Mu'amalah</i>	Trade	2×45 Minutes
6	Syari'ah	Riba'	2×45 Minutes
7	<i>Tarikh</i>	The development of science and culture in the middle ages	4×45 Minutes

Focusing on the philosophy of *Curriculum 2013* that results in the students' learning outcomes in terms of affective, cognitive and psychomotor aspects, the Islamic education teachers should seriously try to provide mentoring and training for students to understand and learn the skills of religion and have good religious attitudes in the learning process.

To support the achievement of students' competence towards the Islamic education learning materials, the teachers need to determine the right and accurate objectives. Thus, the learning objectives in the form of basic and main competences have to be formulated properly. Besides, learning methods must also be learnt by teachers to help students master all the related learning competences and aspects easily.

The objectives and competences can be seen clearly in the learning unit or lesson plan designed by the teachers. For the second grade students in the first semester of SMAN 6 Palembang, the learning materials and objectives are presented in the following table:<sup>12</sup>

Table 2  
Learning Materials and Learning Objectives of Islamic Education for the Second Grade Students in the First Semester of SMAN 6 Palembang

No	Learning Materials	Learning Objectives
1	The Belief in Allah's prophets	Students describe the function of believing Allah's prophets for daily living
2	Prayer	Students understand skillfully do the p everyday life

3	QS. Al-Baqarah: 148 QS. Al-Fathir: 32-33	Students are able to read and describe the related verses about competences in doing good deed, and able to apply them in everyday life
4	<i>Taubat Raja'</i>	Students perform good attitudes in daily life
5	<i>Riba'</i>	Students describe what <i>Riba'</i> is and learn from it for daily life
6	Trade	Students describe what trade is and learn from it for daily life
7	The development of science and culture in the middle ages	Students analyze the development of science and culture in the middle ages, and take an advantage from it for everyday life

From the table, the focus of Islamic education at SMAN 6 Palembang is directed to develop the students' Islamic knowledge, attitude and skill regarding with the focus of each lesson that covers *fiqh*, attitude, the Qur'an, *hadiś* and history. There is a bottom line that attracts attention from the learning materials and learning objectives presented above. The domination of Islamic units uses not only *fiqh*-oriented approach but also *tarikh* approach, which concerns with attitude and history. This orientation is important to develop as students are not just directed through a formal way (*fiqh*-oriented approach) unless they will become intolerant, rigid and stiff in understanding Islam. This should be combined with Value Clarification technique (VCT) to have students with good personality or characters.

Related to the methods and strategies used by the Islamic education teachers of SMAN 6 Palembang, deep observation and interview were conducted. It was found that the teachers used lecturing as their method. It is useful to explain the key concepts of each unit and give the instruction in regard to learning

activities. Moreover, discussion was used to deepen students' knowledge and confirm the

climate of study becomes more alive in which students enthusiastically response to the topics being discussed. Through this method, students were more likely to have courage to express their argumentative statements in the forum. Nevertheless, prolonged debate is inevitable when discussing an actual and interesting issue. In this case, teachers have to give scientific and accurate explanation based on the right references. This kind of method is usually used to discuss the topics related to *fiqh* issues.

On the other hand, teachers tended to use reading-text method on the normative and historical topics. They required students to find the concept or key words and then make a summary about the text. For this kind of task, this method is also effective. It is hoped that students are able to understand the concepts from certain writers. On this occasion, teachers have the possibility to make students familiar with the important works of Islamic studies in various disciplines. The books often used as the references for Muslims in the field of *fiqh*, theology, *tasawuf*, etc can be introduced to the students. Hence, they can easily know the Islamic concepts of facing some problems by referring to the books. Then the students' horizons will be broad and deep in their own Islamic knowledge.

In addition to the methods mentioned previously, SMAN 6 Palembang starts applying *Value Clarification Technique* (VCT) with an active learning method. Not once do the teachers use *every-one-is-teacher-here* method. By using this method, students are able to study together effectively by consulting the topics with the more experienced ones. It becomes more attractive when they are able to discuss in their own language.

From the observation, it was revealed that the students have creative learning style as they mostly have high curiosity, good reading attitude and sufficient intelligence. This is the reason why SMAN 6 Palembang has good achievement. In the field of Islamic education, this school catches the National Education Department's attention because of its religious zeal and disciplinary fully atmosphere. So, the strong commitment of the students makes the Islamic education teachers

find no difficulties in the intra and extra-curricular programs. They are able to make the students creative and independent through the teaching methods used.

According to Umti'ah et al as the teachers of Islamic education, they have academic considerations when choosing and deciding the specific teaching methods. First, it has to be in line with the learning materials. Second, it must be in line with the learning objectives. Third, several psychiatric realm in the objectives must be taken into account. Fourth, it should be adapted with the facilities and available means. Fifth, it has to be in line with the quality and quantity of the students. Sixth, the climate of study must be considered. The last, the method used has to make the students actively participate in the learning process. The following table presents the learning materials and the methods used.

Table 3  
Learning Methods of Islamic Education  
for the Second Grade Students in the First Semester of  
SMAN 6 Palembang

No	Learning Materials	Methods
1	Faith	Lecturing, Question and Answer and Discussion
2	Worship	Lecturing, Demonstration, Drill and Task
3	Al-Qur'an	Lecturing, Question and Answer, Discussion and Biography
4	Attitude	Lecturing, Question and Answer, Discussion and Biography
5	Mu'amalah	Lecturing, Question and Answer and Discussion
6	Syari'ah	Lecturing, Question and Answer, Discussion and Task
7	Tarikh	Lecturing, Question and Answer, Biography and Task

From the table, it can be concluded that socio-drama or simulation method has not yet been used. By the simulation, students can actually understand their roles and positions equipped with adequate attitudes. This is relevant with the start of teaching on *mu'amalah* lesson and teaching interaction.<sup>14</sup> At the same token as *tarikh* or history, there are some episodes depicted the historical stories of good figures that

can make students perform the good characters through socio-drama.

Media and learning facilities related to Islamic education used by the teachers are also discussed. The media are always varied in accordance with the topics, objectives and methods. They can be in terms of electronic or non-electronic media. In Islamic education, pictures and cartoons are the usual media used by the teachers in general to save the time rather than writing or drawing on the board. It is generally found that Islamic education teachers have not yet used sophisticated electronic media in teaching. In SMAN 6 Palembang, tape recorder, VCD and other recorders are often used in the teaching and learning process of Islamic education especially in explaining the way to clean up before praying, pray and so on.

Even more, SMAN 6 Palembang has some facilities that support the development of cognitive, affective and psychomotor potentials. They consist of two parts: physical and non-physical facilities. The physical facilities include mosque namely *Roudhatul Thalibin*. This mosque is usually used for some activities such as praying, practical skills and extracurricular activities. There is also a mini library that equips the students with abundant Islamic books to assist them understand the important knowledge about Islam. This kind of facility does help students broaden their horizon and mindset regarding the materials they learn in the Islamic education class. Some students also take a part in managing the mosque and conduct daily agenda with their mates.

On the other hand, non-physical facilities may cover the time extension to spend more activities by applying the religious instructions they have learnt, recitation of the Qur'an together before the class starts, sounding the religious songs or music when they have a break, intense time to recite the Qur'an together and the opportunity for the school alumni to guide their juniors learn about Islamic education in depth. By having the physical and non-physical facilities, a school can optimize the process of training and guiding the students in their Islamic education.

By using competency evaluation based approach, it can be summed up that the

achievement of students is not merely based on the final tests but through the entire learning process. Therefore, portfolio assessment has been conducted in SMAN 6 Palembang, because this assessment gives the teachers an opportunity to identify the students' ability early before the remediation time. It is expected that students have standard competence about the learning materials. Thus, the evaluation system in Islamic education is all time as it is closely related to the transformation of values into students themselves. For this reason, the evaluation should not only focus on the cognitive aspect but also the psychomotor and affective aspects. The affective dimension is actually more accurate and the main outcome to see whether the students succeed in their Islamic education or not. Direct observation can be conducted regarding their attitude, and portfolio based assessment to see the learning outcome by paying attention to the students' creativity in doing their class works.

According to the description above, it can be concluded that VCT provides the ease for students to express their attitudes and thoughts towards the case presented by the teacher accompanied by good teaching technique and skills. Being democratic and friendly is necessary to encourage students expressing their statements freely even if it different from the teacher's or other students'. With regard to the evaluation, process and outcome must be assessed. The process evaluation can be conducted by observing the discussion on how the students act and the activities go, while the outcome evaluation can be conducted through test. Appreciation or reinforcement should be given to the students who actively take a part in the discussion even though they deliver their opinion inadequately.

### **Extracurricular Activities**

In SMAN 6 Palembang, there are two extracurricular activities for Islamic education: compulsory and optional activities. Compulsory activities consist of reciting the Qur'an together, Islamic studies forum, and many others. The optional ones may include the Qur'an recitation, Friday prayer and relevant activities, wall magazine and so on. These activities do not

only involve the school members but also involve the alumni and other people. The alumni have great roles in these activities especially in the Islamic days and orientation of new students. The extracurricular programs are also divided into some parts which are main, routine and incidental programs. These three programs are conducted through self-funding, school subsidy and donors. Below are the extracurricular activities of SMAN 6 Palembang regarding the Islamic education:

a. Daily Activities

The objective of these activities is to create an appropriate atmosphere for school members to enhance the good characters. The activities include:

- Listening to the Qur'an recitation through sound system from the mosque when welcoming the students.
- Shaking hands with the head master and teachers everyday at 06:45 a.m.
- Greeting the members or non-members of the school when they are around.
- Listening to Islamic songs when there is a break.
- Doing *zuhur* prayer together in the second of break time.
- Praying before and after the class led by the students themselves.
- Reciting the Qur'an every morning led by the selected students from 06:45 to 07:00 a.m. Every first verse is interpreted. The next day, the students continue the verses they have before. So, they can finish reciting all the verses entirely once or twice a year. This activity is under the guidance of the teachers who come first.
- Morning *Ta'lim* from 07:00 to 07:15 about daily habits and the other important topics.
- Doing *duha* prayer in the first of break time.

b. Weekly Activities

The objective of these activities is to understand Islamic education. The activities may cover:

- *Ta'lim* activity

- the Qur'an recitation
- Mentoring
- *Infraq* from the Islamic students board
- Publishing Islamic bulletin

*Ta'lim* activity is conducted on Sundays for twice a month starting from 08:00 to 10:00 a.m. The speakers come from some institutions or individuals in Palembang. In this activity, students are asked to write a summary about the topic discussed. The students who are not attending this activity get some punishment from their Islamic education teachers, and it surely influences their score in this subject. Regarding the the Qur'an citation, it is conducted every morning. On Friday, the recitation is followed by some beautiful tones by the selected students. In this activity, female students take part it from 11:30 to 13:00 p.m., and the male students do it from 13:00 to 14:00 p.m.

In another place, mentoring is conducted to motivate students to learn Islamic education well in order to make them punctual and responsible individuals who will be useful for the development of the nation in the future. This activity is divided into two groups. The first group is for the first grade students. It is conducted on Wednesdays from 13:30 to 14:30 p.m. guided by the selected second grade students. The second group is for the second grade students. It is conducted on Saturdays from 13:30 to 14:40 p.m. guided by mentors from IAIN, UNSRI, LSM and the teachers of SMAN 6 Palembang themselves.

c. Monthly Activities

The objective of these activities is to understand important moments that become a guideline in carrying out the struggle and sacrifice of the Prophets.

d. Annual Activities

- Boarding school in *Ramadhan* (fasting month)
- Public Speaking (joined by the first and second grade students in which the material is selected in accordance with



the students' needs)

- Competitions to celebrate *Ramadhan*
- The formation of the committees for the activities in *Ramadhan*
- Break fasting and praying together
- Reciting the Qur'an together
- *Nuzulul Qur'an* night
- Praying together to celebrate *Idul Fitri*

The method used in the boarding school is based on dialogue that enables the students to participate actively. It also includes discussion, simulation, quizzes, peer tutoring and so on. This annual event is not only conducted at school but also in the cruises that eventually joined by all the students in Indonesia. Besides, the students of SMAN 6 Palembang take part in incidental activities that they make themselves or they join in the activities conducted by the other schools. The activities are in the form of Islamic related competitions.<sup>15</sup>

Based on the description above, the effective values of the students in SMAN 6 Palembang have been cultivated in every subject especially in Islamic education. They are able to apply the positive values they get from the learning process. Further, they have organizational and extracurricular activities to train them learn and apply the values. Therefore, intra and extracurricular activities must go together.

### **The Steps of Developing Character Internalization Model in Islamic Education through VCT (Value Clarification Technique)**

The implementation of VCT learning model in the learning process of Islamic education has been applied by the teachers on some stages. First, they consider the main and basic competences. Second, they make the lesson plans according to the effective values that will be internalized by the students. Third, the teachers assess the students through an essay writing test and their attitudes by observing their participation in the class discussion. Fourth, they give remediation for those who have not achieved the standard

score. VCT focuses on how someone builds noble values and applies them in their daily living. In practice, VCT is developed through an open dialogue between students and teachers so that the students can express their opinions or responses without hesitation.

The obstacles encountered in the implementation of VCT learning model may consist of: First, teachers directly introduce the good values but may possibly ignore the values already existing in the students themselves. As a result, conflict between the new values and the existing ones may occur in them. Students often have some barriers in balancing those two different values. Second, students tend to be passive learners. The dilemma is that the active students become more active while the passive ones become more passive. To overcome this problem, the passive students, one by one, may be encouraged to lead in singing the national songs before the class begins to increase their confidence. Thus, in internalizing the values, teachers should considerably look after the students and become their role model because they can not only stay in one activity. In short, the character internalization model in Islamic education through VCT has a high and meaningful level of effectiveness in the teaching and learning process.

### **Conclusions and Recommendations**

In accordance with the research results and discussion, it is concluded that at first, the affective values of the students in SMAN 6 Palembang have already been cultivated almost in every subject especially in Islamic education to make them use the positive values in their everyday life. In addition, intra and extracurricular activities become the place to learn since they both go hand in hand to support the students in internalizing the values. Secondly, the implementation of VCT learning model in Islamic education of SMAN 6 Palembang has been conducted by the teachers: Mr. Fauzi, Mr. Amran, Ms. Yohana and Ms. Umti'ah through various learning materials. The assessment is done directly in the learning activity. Third, effective aspect conceptually holds a significant role in the activeness, way of thinking, expression of opinions and even in the success of someone. Based on

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<sup>15</sup> Observation, Interview and Documentatton on

the above conclusions, it is recommended that the Islamic education teachers firstly need to have adequate skills and techniques related to the social issues. Being friendly and democratic will make students become foreword in expressing their opinions. Second, they need to enhance their relationships with the other teachers and students to look after the internalized values. Third, they should work together with the head master to maintain their relationships with the students' parents so that the internalization of good character values can be achieved well as parents also have an essential role in their daily life.

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